

Report Card on the Effectiveness of Teacher Training Programs

November 1, 2008

**State Board of Education
9th Floor Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
615-741-2966
www.state.tn.us/sbe**

<http://www.tennessee.gov/sbe/teacherreportcard.htm>

Purpose of the Report Card

Tennessee Code Annotated 49-5-108 specifies that the State Board of Education “with the assistance of the department of education and the Tennessee higher education commission, shall develop a report card or assessment on the effectiveness of teacher training programs.

The State Board is directed to “annually evaluate performance of each institution of higher education providing an approved program of teacher training and other state board approved teacher training programs”. The performance is meant to “focus on the performance of each institution's graduates and shall include, but not be limited to, the following areas:

- Placement and retention rates;
- Performance on PRAXIS examinations or other tests used to identify teacher preparedness; and
- Teacher effect data created pursuant to § 49-1-606.

Each teacher training institution and each LEA is directed to report all data as requested by the state board of education that the board needs to make such an evaluation. The report card or assessment shall be issued no later than November 1 of each year. The first report card or assessment shall be issued no later than November 1, 2008.

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Preface

In this first edition of the Report Card on the Effectiveness of Teacher Training Programs the following should be noted:

- The measures contained within this report card are not an exhaustive or comprehensive measure upon which the quality of teacher training programs should be noted. The information contained herein is to establish a baseline for teacher training programs and for the public to evaluate and review program effectiveness, based on specific measures of quality as defined by Tennessee Code Annotated 49-5-108.
- **Placement & Retention**
 - **Placement:** Statewide, 94% of teachers graduating from Tennessee's teacher training programs are placed in their first year of eligibility for public school employment, 99.5% are placed by their third year of eligibility.
 - **Retention:** Statewide, 80% of teachers with a minimum of three years of teaching eligibility remain teaching in public schools for 3 consecutive years. Statewide, 72% of teachers with a minimum of five years of teaching eligibility remain teaching in public schools for 5 consecutive years.
- **Teacher Effect Data**
 - The State Board of Education collaborated with the Governor's Office of State Planning and Policy to commission a study of teacher effect data by SAS Institute, Inc.
 - The goals of the study were:
 - To identify any university that tends to produce new teachers who are highly effective as well as to identify any university that tends to produce new teachers who are very ineffective
 - To determine if a university is above or below the reference distribution for each of these levels of effectiveness with a fair and reliable statistical test
 - A technical report and study results are found on pages 7 – 59 of this report.
 - All sections of the report can be found on the web at the following link:
<http://www.tennessee.gov/sbe/teacherreportcard.htm>

- **Praxis Scores**

- Generally, most institutions of higher education have a Praxis passing rate ranging from 97 to 100 percent for all tests. This high passage rates occurs because of the federal requirements for reporting data related to the Praxis as defined in Section 207 of the Title II Higher Education Act. Future iterations of the report may include an improvement upon this methodology, pending available time and resources.
- It is important to note that only statewide totals for the subject areas of Biology, Chemistry, Mathematics, and Physics are included in this report, due to the low number of teaching graduates produced in these areas. The federal methodology does not report results for institutions with less than 10 test takers.
- For the academic years spanning 2001-2002 to 2005-2006 there is no data available for Physics teachers, as the state did not have a combined total of 10 or more graduates for any of the reported years.

Technical Report for the Effectiveness Study Commissioned for the Tennessee Teacher Quality Reforms

SECTION 1: INTRODUCTION

The Tennessee Teacher Quality Reforms initiative aims to improve student achievement and educational attainment in the state as a part of the state mandate to “develop a report card or assessment on the effectiveness of teacher training programs” (TCA 49-5-108). A key part of this goal will be realized via state and local programs focused on new teachers in terms of the recruitment, selection, preparation and support for these new teachers. The State of Tennessee asked SAS® EVAAS® to compare the teaching effectiveness of recent licensure recipients from various teacher preparation institutes to the effectiveness of other teachers in the state.

Thus, the goals of the effectiveness study were:

- To identify any university that tends to produce new teachers who are highly effective as well as to identify any university that tends to produce new teachers who are very ineffective
- To determine if a university is above or below the reference distribution for each of these levels of effectiveness with a fair and reliable statistical test

The importance of identifying such teacher training programs is evident in comparing the mean teacher NCE gain between highly effective teachers and highly ineffective teachers. This measure represents the average gain in learning for students. The chart below shows the mean teacher NCE gain for both the highest and lowest quintiles of teachers in the state for various subject and grade combinations.¹ The difference between the two groups reveals the substantial impact on student progress in terms of a student having a teacher from the highest or lowest quintile.

Chart 1: Mean Teacher NCE Gains²

TCAP Subjects	Grade Range					
	(4, 5)		(6, 7, 8)		All Grades	
	Quintiles		Quintiles		Quintiles	
	Low	High	Low	High	Low	High
Math	-4.187	5.123	-2.842	4.619	-3.775	4.883
Reading/Language	1.906	5.219	-0.083	3.709	0.754	4.279
Science	-2.123	7.075	-5.046	6.285	-3.446	6.468
Social Studies	-0.353	8.417	-4.978	3.779	-3.125	5.616

In realizing the goals to assess teacher training programs, the effectiveness study also sought to provide a fair, rational method of comparison that is statistically sound, easy to interpret, and useful to both policymakers and the public. This was accomplished via two analyses that addressed each goal individually. This report is a technical document that

¹ How the quintiles were selected is described later in this report.

² Appendix 1 contains two additional charts similar to Chart 1, and they show the mean teacher NCE gain for new teachers.

explains these analyses in detail. This report does not include any results to the effectiveness study.

SECTION 2: KEY ELEMENTS OF THE TWO ANALYSES

The two analyses chosen to address the effectiveness study's goals used the same underlying data. This section describes what data were used, why and how they were used in the analyses, and the applied definition of effectiveness.

Data Used in the Effectiveness Study

The only teachers included in these two analyses were those who have value-added data from the Tennessee Value-Added Assessment System (TVAAS), which is “a statistical system for educational outcome assessment which uses measures of student learning to enable the estimation of teacher, school, and school district statistical distributions” (TCA 49-1-603). TVAAS has been a part of state statute since 1992, and its use results in an extensive and useful statewide database on educational attainment of Tennessee students.³ The longitudinal, multivariate, mixed-model methodology of TVAAS produces more reliable estimates with less bias than other more simplistic models, an opinion recently corroborated by researchers at RAND.⁴ TVAAS has produced teacher effect estimates since 1996, and these estimate a teacher's impact on student learning, as measured by students' performance on standardized tests, such as TCAP, Gateway and End-of-Course.

While teacher value-added analyses are reported for elementary, middle and high school teachers, this study focused on elementary and middle school teachers since the institutions lacked sufficient numbers of high school teachers for any reliable comparison in the study's time frame. Accordingly, the teacher effect estimates were based on the TCAP subject tests in math, reading/language arts, science and social studies in grades four through eight. Thus, teachers who teach non-tested subjects were not included in the analyses.

An additional group of teachers who were not included in the study were those who teach primarily special education students or students with low attendance records. This is because state statute prohibits the use of these students in value-added analysis (TCA 49-1-606).

SAS received a file from the State of Tennessee linking all teachers who had received their licensure from one of 39 Tennessee teacher preparation institutions during the years 2002-2007 to their respective institution of licensure.⁵ The timeframe was selected due to the study's focus: the effectiveness of teacher training programs in preparing new teachers, with the implicit assumption that other factors beyond the licensing institution

³ More specific information on TVAAS methodology is available online at <http://www.sas.com/govedu/edu/sanderssaxtonhorn.pdf>

⁴ McCaffrey, D. F., Han, B. and Lockwood, J. R. (2008). *From Data to Bonuses: A Case Study of the Issues Related to Awarding Teachers Pay on the Basis of the Students' Progress*. Paper presented at the conference on Performance Incentives: Their Growing Impact on American K-12 Education, February 28-29, National Center on Performance Incentives at Vanderbilt University's Peabody College: “Multivariate mixed model methods and fixed effects methods with shrinkage tend to provide estimates that appear to have relatively less noise and relatively less bias. Performance

measures from both methods tend to have strong cross-year correlation within teacher, weak correlation with students'

prior achievement, and relatively few teachers with small classes ranked in the extremes of the sample” (p. 37).

⁵ See Appendix 2 for a list of the teacher training programs.

could become quite influential in later years. At the request of the State of Tennessee, the study included two definitions of “new” teachers: those with 1 – 5 years of experience and those with 1 – 3 years of experience. Analyses according to these definitions were performed separately.

How the Data Were Used

Because individual teacher effects are private by state statute (TCA 49-1-606), the effectiveness study reported teacher effect data by group (subject, grade, institution, etc.) so that the privacy of the teachers was not compromised. The grouping also increased the counts for each particular group so that fair comparisons could be made among teacher training programs since most institutions do not produce many teachers in a given subject/grade each year. More specifically, the elementary grades (fourth and fifth) were reported together while the middle school grades (sixth, seventh and eighth) were reported together. The effectiveness study also considered all five grades together.

Due to the emphasis on new teachers and the preparation received by their institutions, the effectiveness study utilized one-year estimates of teacher effectiveness from the year 2008. More specifically, the *t-value* of the teacher effect was used as the basis of comparison rather than the teacher effect itself or the teacher gain.⁶ This solved three major problems.

First, using a measure based on the teacher effect rather than the teacher gain overcame issues relating to random assignment. Teachers from different institutions are not randomly assigned to their school districts; geography typically plays a role in the assignment. Because the TCAP tests utilize a value-added teacher effect that is centered on the district gain, an institution with a disproportionate number of their teachers in a district with either a very high or low gain could have a skewed comparison if teacher gain was used as the measure for evaluating teachers. By using a measure related to the teacher effect, the impact of the disproportional location of teachers from different teacher training programs was removed.

As a second advantage, using the *t-value* of the teacher effect, instead of the teacher effect alone, enables equitable comparisons across multiple grades, which was necessary for the reasons stated above. Because teacher effects are shrinkage estimates (BLUPs) in TVAAS methodology, they shrink back towards zero. In practice, this means they shrink back towards the district gain since the teacher effects are centered on the district gain. Because teacher variance components vary among grades, there are different amounts of shrinkage among different grades. For example, higher grades typically have less shrinkage. Thus, if one institution produces more teachers in higher grades than other institutions, then that institution could have an unfair advantage in any comparison because its teacher effects would likely have less shrinkage. However, as the shrinkage of any teacher effect increases, the standard error of the teacher effect decreases. Therefore, using the *t-value* of a teacher effect allowed a more fair comparison among teachers in different grades than using the teacher effect itself.

Finally, the use of the *t-value* of the teacher effect created a fair measure because teachers with very little data tend to have larger standard errors that shrink their measure towards

⁶ Teacher effect measures teacher effectiveness relative to the district average gain and is part of the solution to the mixed model equations. The *t-value* of the teacher effect is defined as the teacher effect divided by its standard error. Teacher gain is defined as the teacher effect added to the district gain.

zero. As a result, the use of the t-value promoted the use of teachers with sufficient data for evaluation.

Definition of Effectiveness in the Study

At the request of the State of Tennessee, highly effective teachers were defined as those teachers in the highest quintile of the state distribution for their subject and grade, as measured by the t-value of the teacher effect. Likewise, highly ineffective teachers were defined as those teachers in the lowest quintile of the state distribution of teacher effect t-values for their subject and grade. The subject/grade combination was used as the basis of analysis so that teachers within any given subject/grade would not have any unfair advantage over any other subject/grade group. As demonstrated in the chart on page one, the study's emphasis on the highest and lowest quintiles is important because the difference in teacher gains between these two groups is substantial.

SECTION 3: IDENTIFYING INSTITUTIONS THAT TEND TO PRODUCE EITHER HIGHLY EFFECTIVE OR VERY INEFFECTIVE TEACHERS

The key elements discussed in section 2 were then used to address the first goal: identify whether an institution tends to produce more or less of these extreme teachers. To do so, the effectiveness study assessed the percentage of teachers from each institution in either the highest or lowest quintile, as measured by the t-value of their teacher effects. These percentages were compared to the state distribution and tested for statistical significance. In this way, policymakers can assess the effectiveness of teacher training programs in the state.

Defining the Quintiles and Percentages

As described in the previous section, quintiles used for this analysis were based upon the statewide distribution of the t-value of teacher effects from 2008 value-added data. By definition, if an institution produced the same percentage of teachers as the state in each of these quintiles, then that institution would have 20% of its teachers in the quintile.

For each institution, the number of teachers in each of these quintiles was compared to the institution's total number of teachers, thus showing the percentage of teachers from a particular teacher training program in either the highest or lowest quintile.

Defining the Model

The difference between the institution's percentage of teachers in the extreme quintiles and the state's percentage was then tested for statistical significance in order to verify that the institution did tend to produce either highly effective or very ineffective teachers relative to the state population. Upper and lower quintiles were analyzed separately to avoid the inclusion of the middle quintile teachers (quintiles 2 – 4) since this latter group was not the focus of the effectiveness study. If an institution had less than five teachers in a subject/grade group, then they were not included in this analysis.

The model for this analysis utilized the binomial distribution to assess statistical significance, with a null hypothesis that the institution distribution is the same as the state distribution. More specifically, in the upper quintile analysis, a teacher was identified as

either in the upper quintile or not. The number of teachers who fall into the upper quintile is distributed as a binomial distribution with success probability of 0.20 and the number of trials as the total number of teachers from that institution. Each institution had a certain percentage of teachers who fell into the upper quintile. The exact probability of this can be computed, assuming the null hypothesis, to provide a statistical test for whether or not the true probability of success is different from 0.20. A level of 0.10 was used to determine significance. Thus, if the probability was less than 0.10 of observing a value equal to or more extreme than the percentage of teachers in this quintile for a given institution, then the null hypothesis was rejected: there is sufficient evidence to show that the institution had a probability of producing teachers in the upper quintile that was either more or less than 0.20. The description of this analysis applied to the lower quintile analysis as well.

The tests described above provide a statistical comparison between each institution and the state distribution with respect to the percentage of teachers being produced that are highly effective or very ineffective.

Interpreting the Analysis

While the lower quintile analysis was the same as that for the upper quintile, the interpretation of the test for each quintile is different. For the lower quintile, it is better to have less than 20% of an institution's teachers in that quintile. Conversely, for the upper quintile, it is better to have more than 20% of an institution's teachers in that quintile.

If an institution has a statistically larger percentage of upper quintile teachers than the state distribution, then it tends to produce more highly effective teachers. Likewise if an institution has a statistically smaller percentage of lower quintile teachers than the state distribution, then it tends to produce less ineffective teachers. Teacher training programs with these qualities are doing a good job at producing new teachers. The reverse will also show teacher training programs that are doing a poor job at producing new teachers.

SECTION 4: DETERMINING IF A UNIVERSITY IS ABOVE OR BELOW THE REFERENCE DISTRIBUTION FOR HIGHLY EFFECTIVE OR VERY INEFFECTIVE TEACHERS

The percentage of teachers from each institution who were either in the highest or lowest quintile provides very useful information to the effectiveness study, but a direct comparison of the upper quintile teachers from one institution to a reference population would add to an understanding of how a teacher training program is performing. The mean t-value of the teachers in the extreme quintiles has a direct relation to value-added analysis, which can enhance understanding among Tennessee's policymakers, educators, and public. This section describes how such an application was utilized.

Defining a Reference Population

The effectiveness study compared the performance of new teachers from the 39 institutions to the performance of teachers in a reference population. In this part of the study, there were two reference populations used for comparison, and they are each described below.

In the first set of analyses, the reference population was a control group that included any teacher who was not linked to any of the 39 teacher training programs as well as any teacher linked to one of the 39 institutions who had more than either 3 or 5 years of experience (depending on the definition used for new teacher). If an institution did not have a sufficient number of teachers for the analysis, then the teachers from that institution were removed from the test group and transferred to the control group. This reference population included approximately 88% of the teacher value-added data for the 2008 analysis when new teachers were defined having 1-3 years of experience and approximately 82% when new teachers were defined having 1-5 years of experience. For all practical purposes, the reference population represented a statewide distribution.

In the second set of analyses, new teachers from one of the 39 institutions were compared to a reference population that included all new teachers linked to the 39 Tennessee institutions. When new teachers were defined as having 1 – 5 years of experience, any teacher with more than five years of experience was dropped from the analysis. When new teachers were defined as having 1 – 3 years of experience, any teacher with more than three years of experience was dropped from the analysis.

Thus, the effectiveness study produced two comparisons for each type of reference group, for a total of four comparisons, which are listed below:

- Teachers from each of the 39 Tennessee institutions who had 1-5 years of experience were compared to the statewide distribution.
- Teachers from each of the 39 Tennessee institutions who had 1-3 years of experience were compared to the statewide distribution.
- Teachers from each of the 39 Tennessee institutions who had 1-5 years of experience were compared to a “new teacher” reference population, which was comprised of all teachers who had 1-5 years of experience and were linked to one of the 39 Tennessee institutions.
- Teachers from each of the 39 Tennessee institutions who had 1-3 years of experience were compared to a “new teacher” reference population, which was comprised of all teachers who had 1-3 years of experience and were linked to one of the 39 Tennessee institutions.

Defining the Model

The calculation of the mean t-values of the teacher effects utilized two one-way ANOVA models with institution as the fixed effect separating the analysis by lower quintile and upper quintile. For the analysis that had the state distribution as the reference population, the control group was another level of the institution effect. This allowed comparisons between each teacher training program and the control group in the model for each quintile. Only teachers in the lower or upper quintile were included when analyzing that quintile. If an institution had less than five teachers in a quintile, then comparisons were not made and these teachers were added to the control group.

For the analysis that had the subset of new teachers as the reference population, each institution mean was compared to the mean of all of the institution means, with each institution weighted the same. The number of teachers in each quintile for every institution was not a part of this weight since it would cause a small number of institutions to dominate the mean. This method of weighting ensured a more fair comparison among institutions. If an institution had less than five teachers in a quintile,

then its data were used in the analysis but the individual institution's comparison was not reported due to an insufficient number of teachers for a reliable statistical estimate.

Indices for Comparison

For ease of interpretation and utility for comparing the teacher training program, two indices were created, each based on the mean t-value of teacher effects. In the calculation of this index, each institution mean was compared with the mean of the reference population for both the highest and lowest quintiles. Thus, the indices of comparison were as follows:

- Highest quintile index: (Institution_Q5 – Reference Population_Q5)
- Lowest quintile index: (Institution_Q1 – Reference Population_Q1)

Each difference was between an individual teacher training program and the reference group, which represented either the statewide distribution or the new teacher subset.

The index analyses sought to present a balanced assessment of the net effectiveness of each teacher training program by showing how both the upper quintile teachers and lower quintile teachers would compare to the reference population. If any difference between the institution and reference mean is positive, then the institution mean is greater than the reference population mean t-value of teacher effects for that quintile. A significant positive number indicates that a teacher training program has produced new teachers with statistically significant larger mean t-values as compared to the reference population in that quintile in terms of teacher's mean t-value of effects in 2008. This comparison was made for both the highest and lowest quintiles to show how well the institution is producing their very effective and ineffective teachers compared to the reference population. A level of 0.10 was used to test statistical significance.

Interpreting the Indices

The mean t-value of teacher effects for each group (i.e., subject/grade combination for a particular institution) is a meaningful comparison that does not confound the district distribution of teachers and is also interpretable in NCE value-added teacher gains. The mean t-value can be interpreted as follows: on average, teachers in this group have estimated teacher gains that are X number of standard errors away from their district's mean NCE gain. In other words, teachers in that group have sufficient data to show their estimated teacher gain is either above or below their district's mean NCE gain by the reported factor. Thus, an institution producing new teachers with significantly better gains will have a positive impact on student progress. Ideally, new methods of training at the institutions enable new teachers to outperform existing teachers.

SECTION 5: REPORTING THE RESULTS OF THE EFFECTIVENESS STUDY

The effectiveness study results present the number, percentages, and index measures associated with each of the 39 Tennessee institutions by subject and grade group as long as that teacher training program has sufficient data. If the percentage or index measure is statistically significant from the statewide average at the 90% confidence level, this will be noted.

Appendix 1: Mean Teacher NCE Gain for New Teachers

Chart 2: Mean Teacher NCE Gains for New Teachers with 1-5 Years Experience

TCAP Subjects	Grade Range					
	(4, 5)		(6, 7, 8)		All Grades	
	Quintiles		Quintiles		Quintiles	
	Low	High	Low	High	Low	High
Math	-4.184	5.356	-2.955	4.307	-3.858	4.821
Reading/Language	1.924	5.229	-0.114	3.732	0.697	4.240
Science	-2.409	6.813	-5.068	6.640	-3.668	6.476
Social Studies	-0.371	8.472	-4.740	3.951	-3.083	5.709

Chart 3: Mean Teacher NCE Gains for New Teachers with 1-3 Years Experience

TCAP Subjects	Grade Range					
	(4, 5)		(6, 7, 8)		All Grades	
	Quintiles		Quintiles		Quintiles	
	Low	High	Low	High	Low	High
Math	-4.075	5.539	-3.217	4.452	-3.947	4.931
Reading/Language	2.047	5.314	-0.186	3.591	0.733	4.236
Science	-2.305	6.698	-5.626	5.815	-3.828	6.096
Social Studies	-0.232	8.646	-5.042	3.831	-3.022	5.789

Appendix 2: List of Participating Institutions

Aquinas College
Austin Peay State University
Belmont University
Bethel College
Bryan College
Carson-Newman College
Christian Brothers University
Crichton College
Cumberland University
David Lipscomb University
East Tennessee State University
Fisk University
Free-Will Baptist Bible College
Freed-Hardeman College
Johnson Bible College
King College
Lambuth University
Lane College
LeMoyne Owen College
Lee College
Lincoln Memorial University
Martin Methodist College
Maryville College
Middle Tennessee State University
Milligan College
Rhodes College
Southern Adventist University
Tennessee State University
Tennessee Technological University
Tennessee Wesleyan College
Trevecca Nazarene University
Tusculum College
Union University
University of Memphis
University of South
University of Tennessee, Chattanooga
University of Tennessee, Knoxville
University of Tennessee, Martin
Vanderbilt University

Teachers (1 – 3 Years of Experience)

*Number and Percentage of Teachers in
Upper and Lower Quintiles
[Grade Ranges (4-5 & 6-8)]*

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Math
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
(4,5)	Austin Peay State University	9	23.08	9	23.08	39
	Belmont University	0	0.00	1	16.67	6
	Carson-Newman College	5	26.32	0	0.00	19
	Christian Brothers University	4	26.67	3	20.00	15
	Crichton College	4	26.67	3	20.00	15
	Cumberland University	0	0.00	2	22.22	9
	David Lipscomb University	3	23.08	3	23.08	13
	East Tennessee State University	9	18.37	7	14.29	49
	Freed-Hardeman College	4	33.33	1	8.33	12
	Lambuth University	1	16.67	0	0.00	6
	Lee College	7	21.21	8	24.24	33
	Lincoln Memorial University	9	29.03	3	9.68	31
	Maryville College	3	25.00	2	16.67	12
	Middle Tennessee State University	18	25.35	16	22.54	71
	Milligan College	1	14.29	2	28.57	7
	Tennessee State University	10	30.30	7	21.21	33
	Tennessee Technological University	16	22.54	11	15.49	71
	Tennessee Wesleyan College	2	15.38	3	23.08	13
	Trevecca Nazarene University	12	37.50	2	6.25	32
	Tusculum College	6	17.65	4	11.76	34
	Union University	4	44.44	1	11.11	9
	University of Memphis	24	25.00	21	21.88	96
	University of Tennessee, Chattanooga	7	36.84	4	21.05	19

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Math
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Knoxville	6	11.32	9	16.98	53
	University of Tennessee, Martin	3	8.11	7	18.92	37
	Vanderbilt University	2	33.33	0	0.00	6
(6,7,8)	Austin Peay State University	5	33.33	2	13.33	15
	Carson-Newman College	1	20.00	1	20.00	5
	Christian Brothers University	3	50.00	1	16.67	6
	Crichton College	5	71.43	0	0.00	7
	East Tennessee State University	6	25.00	4	16.67	24
	Lee College	2	14.29	1	7.14	14
	Lincoln Memorial University	4	23.53	2	11.76	17
	Middle Tennessee State University	6	25.00	2	8.33	24
	Milligan College	0	0.00	0	0.00	10
	Tennessee State University	3	33.33	2	22.22	9
	Tennessee Technological University	11	26.19	5	11.90	42
	Trevecca Nazarene University	4	50.00	1	12.50	8
	Tusculum College	5	33.33	1	6.67	15
	Union University	0	0.00	1	20.00	5
	University of Memphis	12	35.29	7	20.59	34
	University of Tennessee, Chattanooga	4	30.77	4	30.77	13
	University of Tennessee, Knoxville	7	33.33	3	14.29	21
	University of Tennessee, Martin	1	7.69	2	15.38	13

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Math
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	Vanderbilt University	1	20.00	2	40.00	5

Notes

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
(4,5)	Austin Peay State University	8	18.18	5	11.36	44
	Belmont University	1	14.29	2	28.57	7
	Carson-Newman College	8	33.33	2	8.33	24
	Christian Brothers University	5	26.32	1	5.26	19
	Crichton College	5	33.33	2	13.33	15
	Cumberland University	2	18.18	3	27.27	11
	David Lipscomb University	1	7.14	3	21.43	14
	East Tennessee State University	14	25.00	10	17.86	56
	Freed-Hardeman College	1	7.69	4	30.77	13
	Lambuth University	1	20.00	1	20.00	5
	Lee College	9	26.47	5	14.71	34
	Lincoln Memorial University	7	20.59	3	8.82	34
	Martin Methodist College	1	20.00	1	20.00	5
	Maryville College	2	16.67	1	8.33	12
	Middle Tennessee State University	24	28.57	14	16.67	84
	Milligan College	3	50.00	1	16.67	6
	Tennessee State University	9	24.32	6	16.22	37
	Tennessee Technological University	15	17.65	18	21.18	85
	Tennessee Wesleyan College	2	14.29	1	7.14	14
	Trevecca Nazarene University	11	27.50	7	17.50	40
	Tusculum College	4	10.53	4	10.53	38
	Union University	2	25.00	0	0.00	8
	University of Memphis	31	31.96	11	11.34	97
	University of Tennessee, Chattanooga	4	18.18	5	22.73	22

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Knoxville	13	20.97	9	14.52	62
	University of Tennessee, Martin	7	17.95	11	28.21	39
	Vanderbilt University	2	40.00	1	20.00	5
(6,7,8)	Austin Peay State University	5	18.52	8	29.63	27
	Belmont University	0	0.00	2	33.33	6
	Bethel College	0	0.00	0	0.00	5
	Carson-Newman College	1	5.56	4	22.22	18
	Christian Brothers University	1	14.29	4	57.14	7
	Crichton College	0	0.00	1	12.50	8
	Cumberland University	1	14.29	1	14.29	7
	David Lipscomb University	3	30.00	4	40.00	10
	East Tennessee State University	17	28.33	12	20.00	60
	Freed-Hardeman College	2	25.00	1	12.50	8
	Johnson Bible College	0	0.00	2	40.00	5
	Lee College	5	35.71	4	28.57	14
	Lincoln Memorial University	3	12.00	4	16.00	25
	Middle Tennessee State University	19	28.79	10	15.15	66
	Milligan College	1	14.29	1	14.29	7
	Tennessee State University	7	25.93	5	18.52	27
	Tennessee Technological University	16	21.92	9	12.33	73
	Tennessee Wesleyan College	2	15.38	3	23.08	13
	Trevecca Nazarene University	2	22.22	1	11.11	9
	Tusculum College	5	26.32	4	21.05	19
	University of Memphis	12	23.08	14	26.92	52

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Chattanooga	3	33.33	2	22.22	9
	University of Tennessee, Knoxville	7	16.67	10	23.81	42
	University of Tennessee, Martin	5	15.63	1	3.13	32
	Vanderbilt University	4	40.00	1	10.00	10

Notes

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Science
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
(4,5)	Austin Peay State University	8	20.00	9	22.50	40
	Belmont University	1	20.00	3	60.00	5
	Carson-Newman College	2	9.52	2	9.52	21
	Christian Brothers University	3	25.00	1	8.33	12
	Crichton College	5	33.33	4	26.67	15
	Cumberland University	1	9.09	2	18.18	11
	David Lipscomb University	2	15.38	3	23.08	13
	East Tennessee State University	9	20.93	7	16.28	43
	Freed-Hardeman College	1	9.09	4	36.36	11
	Lambuth University	0	0.00	0	0.00	5
	Lee College	13	39.39	4	12.12	33
	Lincoln Memorial University	6	25.00	4	16.67	24
	Maryville College	1	9.09	2	18.18	11
	Middle Tennessee State University	12	18.46	13	20.00	65
	Milligan College	3	60.00	1	20.00	5
	Tennessee State University	12	35.29	7	20.59	34
	Tennessee Technological University	13	18.57	13	18.57	70
	Tennessee Wesleyan College	0	0.00	1	8.33	12
	Trevecca Nazarene University	5	17.86	3	10.71	28
	Tusculum College	7	20.00	10	28.57	35
	Union University	1	12.50	0	0.00	8
	University of Memphis	26	26.53	16	16.33	98
	University of Tennessee, Chattanooga	4	25.00	2	12.50	16
	University of Tennessee, Knoxville	8	17.78	8	17.78	45

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Science
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Martin	6	16.22	7	18.92	37
	Vanderbilt University	2	40.00	1	20.00	5
(6,7,8)	Austin Peay State University	8	53.33	3	20.00	15
	East Tennessee State University	1	3.85	6	23.08	26
	Freed-Hardeman College	3	27.27	2	18.18	11
	Lee College	0	0.00	1	10.00	10
	Lincoln Memorial University	2	22.22	0	0.00	9
	Middle Tennessee State University	6	18.18	10	30.30	33
	Milligan College	4	44.44	1	11.11	9
	Tennessee State University	3	25.00	3	25.00	12
	Tennessee Technological University	13	28.26	7	15.22	46
	Trevecca Nazarene University	2	25.00	1	12.50	8
	Tusculum College	2	15.38	0	0.00	13
	University of Memphis	2	5.13	10	25.64	39
	University of Tennessee, Chattanooga	3	20.00	5	33.33	15
	University of Tennessee, Knoxville	0	0.00	5	45.45	11
	University of Tennessee, Martin	2	8.33	1	4.17	24
	Vanderbilt University	0	0.00	2	40.00	5

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Social Studies
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
(4,5)	Austin Peay State University	11	29.73	8	21.62	37
	Belmont University	2	40.00	1	20.00	5
	Carson-Newman College	4	21.05	3	15.79	19
	Christian Brothers University	3	21.43	2	14.29	14
	Crichton College	4	25.00	1	6.25	16
	Cumberland University	2	20.00	5	50.00	10
	David Lipscomb University	2	14.29	3	21.43	14
	East Tennessee State University	9	23.08	6	15.38	39
	Freed-Hardeman College	3	27.27	4	36.36	11
	Lambuth University	2	40.00	0	0.00	5
	Lee College	15	45.45	6	18.18	33
	Lincoln Memorial University	9	33.33	6	22.22	27
	Maryville College	1	10.00	2	20.00	10
	Middle Tennessee State University	23	32.86	10	14.29	70
	Milligan College	2	40.00	1	20.00	5
	Tennessee State University	7	21.21	4	12.12	33
	Tennessee Technological University	19	25.33	11	14.67	75
	Tennessee Wesleyan College	1	10.00	2	20.00	10
	Trevecca Nazarene University	11	35.48	5	16.13	31
	Tusculum College	8	25.00	6	18.75	32
	Union University	0	0.00	2	28.57	7
	University of Memphis	21	21.65	10	10.31	97
	University of Tennessee, Chattanooga	7	35.00	3	15.00	20
	University of Tennessee, Knoxville	9	20.45	6	13.64	44

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Social Studies
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Martin	9	24.32	5	13.51	37
	Vanderbilt University	2	33.33	2	33.33	6
(6,7,8)	Austin Peay State University	3	20.00	2	13.33	15
	Carson-Newman College	0	0.00	1	11.11	9
	Christian Brothers University	2	20.00	1	10.00	10
	Crichton College	0	0.00	1	20.00	5
	David Lipscomb University	1	10.00	4	40.00	10
	East Tennessee State University	6	17.65	5	14.71	34
	Freed-Hardeman College	0	0.00	1	14.29	7
	Lee College	3	30.00	3	30.00	10
	Lincoln Memorial University	2	15.38	2	15.38	13
	Maryville College	2	28.57	1	14.29	7
	Middle Tennessee State University	9	21.95	11	26.83	41
	Milligan College	1	9.09	2	18.18	11
	Tennessee State University	4	23.53	4	23.53	17
	Tennessee Technological University	7	13.21	5	9.43	53
	Trevecca Nazarene University	2	18.18	1	9.09	11
	Tusculum College	2	25.00	0	0.00	8
	Union University	2	28.57	0	0.00	7
	University of Memphis	9	20.00	9	20.00	45
	University of Tennessee, Chattanooga	7	28.00	6	24.00	25
	University of Tennessee, Knoxville	1	8.33	4	33.33	12
	University of Tennessee, Martin	2	10.00	3	15.00	20

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Social Studies
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	Vanderbilt University	0	0.00	2	22.22	9

Notes

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Teachers (1 to 3 Years of Experience)

Number and Percentage of Teachers
in Upper and Lower Quintiles
[All Elementary Grade Ranges (4-8)]

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Math
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
All Grades	Austin Peay State University	14	25.93	11	20.37	54
	Belmont University	0	0.00	2	25.00	8
	Carson-Newman College	6	25.00	1	4.17	24
	Christian Brothers University	7	33.33	4	19.05	21
	Crichton College	9	40.91	3	13.64	22
	Cumberland University	1	7.69	2	15.38	13
	David Lipscomb University	4	25.00	4	25.00	16
	East Tennessee State University	15	20.55	11	15.07	73
	Freed-Hardeman College	4	33.33	1	8.33	12
	Lambuth University	1	12.50	0	0.00	8
	Lee College	9	19.15	9	19.15	47
	Lincoln Memorial University	13	27.08	5	10.42	48
	Martin Methodist College	0	0.00	1	20.00	5
	Maryville College	3	23.08	2	15.38	13
	Middle Tennessee State University	24	25.26	18	18.95	95
	Milligan College	1	5.88	2	11.76	17
	Tennessee State University	13	30.95	9	21.43	42
	Tennessee Technological University	27	23.89	16	14.16	113
	Tennessee Wesleyan College	2	13.33	3	20.00	15
	Trevecca Nazarene University	16	40.00	3	7.50	40
	Tusculum College	11	22.45	5	10.20	49
	Union University	4	28.57	2	14.29	14
	University of Memphis	36	27.69	28	21.54	130
	University of Tennessee, Chattanooga	11	34.38	8	25.00	32

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Math
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Knoxville	13	17.57	12	16.22	74
	University of Tennessee, Martin	4	8.00	9	18.00	50
	Vanderbilt University	3	27.27	2	18.18	11

Notes

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
All Grades	Austin Peay State University	13	18.31	13	18.31	71
	Belmont University	1	7.69	4	30.77	13
	Bethel College	0	0.00	0	0.00	8
	Carson-Newman College	9	21.43	6	14.29	42
	Christian Brothers University	6	23.08	5	19.23	26
	Crichton College	5	21.74	3	13.04	23
	Cumberland University	3	16.67	4	22.22	18
	David Lipscomb University	4	16.67	7	29.17	24
	East Tennessee State University	31	26.72	22	18.97	116
	Fisk University	1	20.00	0	0.00	5
	Freed-Hardeman College	3	14.29	5	23.81	21
	Johnson Bible College	0	0.00	2	33.33	6
	Lambuth University	1	16.67	2	33.33	6
	Lee College	14	29.17	9	18.75	48
	Lincoln Memorial University	10	16.95	7	11.86	59
	Martin Methodist College	1	12.50	4	50.00	8
	Maryville College	3	21.43	1	7.14	14
	Middle Tennessee State University	43	28.67	24	16.00	150
	Milligan College	4	30.77	2	15.38	13
	Tennessee State University	16	25.00	11	17.19	64
	Tennessee Technological University	31	19.62	27	17.09	158
	Tennessee Wesleyan College	4	14.81	4	14.81	27
	Trevecca Nazarene University	13	26.53	8	16.33	49
	Tusculum College	9	15.79	8	14.04	57
	Union University	3	30.00	0	0.00	10

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Memphis	43	28.86	25	16.78	149
	University of Tennessee, Chattanooga	7	22.58	7	22.58	31
	University of Tennessee, Knoxville	20	19.23	19	18.27	104
	University of Tennessee, Martin	12	16.90	12	16.90	71
	Vanderbilt University	6	40.00	2	13.33	15

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Science
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
All Grades	Austin Peay State University	16	29.09	12	21.82	55
	Belmont University	1	14.29	5	71.43	7
	Bethel College	1	16.67	0	0.00	6
	Carson-Newman College	3	12.00	3	12.00	25
	Christian Brothers University	4	28.57	1	7.14	14
	Crichton College	6	33.33	4	22.22	18
	Cumberland University	1	8.33	2	16.67	12
	David Lipscomb University	2	11.76	4	23.53	17
	East Tennessee State University	10	14.49	13	18.84	69
	Freed-Hardeman College	4	18.18	6	27.27	22
	Lambuth University	0	0.00	0	0.00	5
	Lee College	13	30.23	5	11.63	43
	Lincoln Memorial University	8	24.24	4	12.12	33
	Martin Methodist College	2	40.00	0	0.00	5
	Maryville College	2	14.29	2	14.29	14
	Middle Tennessee State University	18	18.37	23	23.47	98
	Milligan College	7	50.00	2	14.29	14
	Tennessee State University	15	32.61	10	21.74	46
	Tennessee Technological University	26	22.41	20	17.24	116
	Tennessee Wesleyan College	1	6.67	1	6.67	15
	Trevecca Nazarene University	7	19.44	4	11.11	36
	Tusculum College	9	18.75	10	20.83	48
	Union University	2	20.00	0	0.00	10
	University of Memphis	28	20.44	26	18.98	137

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Science
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Chattanooga	7	22.58	7	22.58	31
	University of Tennessee, Knoxville	8	14.29	13	23.21	56
	University of Tennessee, Martin	8	13.11	8	13.11	61
	Vanderbilt University	2	20.00	3	30.00	10

Notes

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Social Studies
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
All Grades	Austin Peay State University	14	26.92	10	19.23	52
	Belmont University	2	33.33	1	16.67	6
	Bethel College	0	0.00	1	20.00	5
	Carson-Newman College	4	14.29	4	14.29	28
	Christian Brothers University	5	20.83	3	12.50	24
	Crichton College	4	19.05	2	9.52	21
	Cumberland University	2	15.38	5	38.46	13
	David Lipscomb University	3	12.50	7	29.17	24
	East Tennessee State University	15	20.55	11	15.07	73
	Fisk University	1	20.00	0	0.00	5
	Freed-Hardeman College	3	16.67	5	27.78	18
	Lambuth University	3	37.50	0	0.00	8
	Lee College	18	41.86	9	20.93	43
	Lincoln Memorial University	11	27.50	8	20.00	40
	Maryville College	3	17.65	3	17.65	17
	Middle Tennessee State University	32	28.83	21	18.92	111
	Milligan College	3	18.75	3	18.75	16
	Tennessee State University	11	22.00	8	16.00	50
	Tennessee Technological University	26	20.31	16	12.50	128
	Tennessee Wesleyan College	1	7.14	3	21.43	14
	Trevecca Nazarene University	13	30.95	6	14.29	42
	Tusculum College	10	25.00	6	15.00	40
	Union University	2	14.29	2	14.29	14
	University of Memphis	30	21.13	19	13.38	142

Tennessee Higher Education Study
Number and Percentage of Teachers by Institution in Upper and Lower Quintiles
by 2008 Teacher T-Value of Effects

Subject: Social Studies
New Teachers Defined as Having 1-3 Years of Experience

		Teachers in State Distribution				
Grade Range	Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
	University of Tennessee, Chattanooga	14	31.11	9	20.00	45
	University of Tennessee, Knoxville	10	17.86	10	17.86	56
	University of Tennessee, Martin	11	19.30	8	14.04	57
	Vanderbilt University	2	13.33	4	26.67	15

Notes

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Teachers (1 to 3 Years of Experience)

Difference between Mean T-Value
in Upper and Lower Quintiles

[1-3 Years of Experience vs. Statewide Reference Population of
Teachers w/ 1-3 Years Experience]

Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Math
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	-0.2005	0.0629	.	0.0416	-0.2251	0.0732
Carson-Newman College	.	0.0628	.	.	.	0.1462
Christian Brothers University	-0.7374
Crichton College	.	.	.	-0.2657	.	0.0534
East Tennessee State University	-0.1264	-0.2605	.	0.0837	-0.0569	-0.1057
Lee College	0.0716	0.0545	.	.	-0.1102	0.1643
Lincoln Memorial University	.	0.1936	.	.	-0.5631	0.2819
Middle Tennessee State University	0.2084	-0.1547	.	-0.4314	0.2469	-0.2038
Tennessee State University	-0.4208	0.0553	.	.	-0.3956	0.1292
Tennessee Technological University	-0.0196	0.1268	-0.7086	0.2663	-0.2040	0.2005
Trevecca Nazarene University	.	0.0355	.	.	.	0.0954
Tusculum College	.	0.1020	.	-0.3455	-0.2713	-0.0854
University of Memphis	0.1491	0.0469	0.4165	-0.3808	0.2219	-0.0772
University of Tennessee, Chattanooga	.	0.0156	.	.	0.2558	-0.0294
University of Tennessee, Knoxville	0.3797	0.2365	.	0.5773	0.3842	0.4343
University of Tennessee, Martin	-0.3401	.	.	.	-0.3996	.

Notes

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Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	-0.1985	0.0070	-0.0714	-0.2363	-0.0863	-0.0681
Carson-Newman College	.	0.1353	.	.	0.2512	0.1501
Christian Brothers University	.	-0.0488	.	.	0.7668	-0.0563
Crichton College	.	-0.0351	.	.	.	-0.0588
David Lipscomb University	0.0896	.
East Tennessee State University	0.0103	0.1916	-0.1106	0.1242	-0.0290	0.1910
Freed-Hardeman College	-0.0562	.
Lee College	0.0035	0.1080	.	0.0152	-0.0827	0.0903
Lincoln Memorial University	.	0.1124	.	.	-0.0542	0.0713
Middle Tennessee State University	-0.1529	0.2052	-0.0199	-0.2281	-0.0844	0.0384
Tennessee State University	0.0937	-0.0106	-0.1411	-0.0513	0.0040	-0.0042
Tennessee Technological University	-0.0208	0.0203	-0.0839	-0.0279	-0.0375	0.0282
Trevecca Nazarene University	-0.1223	0.0098	.	.	-0.1356	0.0261
Tusculum College	.	.	.	-0.1856	-0.0711	0.0145
University of Memphis	-0.0066	0.0176	0.4976	0.0614	0.3039	0.0367
University of Tennessee, Chattanooga	-0.1675	.	.	.	-0.0652	-0.3362
University of Tennessee, Knoxville	-0.1125	0.2992	-0.1149	-0.0120	-0.0891	0.2049
University of Tennessee, Martin	-0.2580	0.2022	.	0.1622	-0.1753	0.2074

Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Vanderbilt University	-0.3996

Notes

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Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Science
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	-0.2483	-0.1566	.	-0.1886	-0.3819	-0.3109
Belmont University	1.2855	.
Crichton College	.	-0.3809	.	.	.	-0.0895
East Tennessee State University	-0.0751	0.1900	-1.0036	.	-0.2537	0.4104
Freed-Hardeman College	0.2083	.
Lee College	.	0.0863	.	.	-0.7888	0.2789
Lincoln Memorial University	.	-0.1371	.	.	.	-0.0108
Middle Tennessee State University	-0.4655	-0.1568	0.9060	-1.1809	0.3428	-0.5262
Milligan College	-0.2367
Tennessee State University	1.0575	0.4136	.	.	1.0395	0.3280
Tennessee Technological University	-0.0425	-0.0231	-0.8641	0.4553	-0.2381	0.0778
Trevecca Nazarene University	.	0.2014	.	.	.	0.3564
Tusculum College	-0.0723	0.0635	.	.	-0.4761	0.1291
University of Memphis	-0.1048	-0.1957	-0.1843	.	0.0056	-0.0228
University of Tennessee, Chattanooga	.	.	0.2194	.	1.0677	-0.4717
University of Tennessee, Knoxville	0.5527	0.0035	0.0819	.	0.5126	0.1961
University of Tennessee, Martin	-0.5348	0.1594	.	.	-0.7513	0.3043

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Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Social Studies
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	0.0076	0.1878	.	.	-0.0385	0.2239
Christian Brothers University	0.3766
Cumberland University	0.2948	.	.	.	-0.0409	.
David Lipscomb University	1.4186	.
East Tennessee State University	0.4684	0.1305	-0.6108	0.1110	0.0721	0.1843
Freed-Hardeman College	-0.0228	.
Lee College	0.4079	0.3002	.	.	-0.0900	0.3320
Lincoln Memorial University	-0.3329	0.2354	.	.	-0.2265	0.0908
Middle Tennessee State University	-0.1405	0.0965	-0.1113	-0.2910	0.0346	0.0825
Tennessee State University	.	0.0558	.	.	0.4329	0.0829
Tennessee Technological University	-0.1779	0.0918	-0.5513	0.2227	-0.3347	0.2254
Trevecca Nazarene University	0.5525	-0.1793	.	.	0.0645	0.0799
Tusculum College	0.4120	-0.1916	.	.	0.0763	0.0719
University of Memphis	-0.1053	0.1695	-0.0216	-0.0071	0.0467	0.2063
University of Tennessee, Chattanooga	.	-0.3423	0.8528	0.3523	0.9925	0.0384
University of Tennessee, Knoxville	1.0496	0.1443	.	.	0.4007	0.3681
University of Tennessee, Martin	-0.4399	-0.3420	.	.	-0.3520	-0.1486

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Teachers (1 to 3 Years of Experience)

Difference between Mean T-Value
in Upper and Lower Quintiles

[1-3 Years of Experience vs.
Statewide Teacher Population, All Years of Experience]

Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Math
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	-0.2521	-0.0814	.	0.1749	-0.3282	0.0101
Carson-Newman College	.	-0.0815	.	.	.	0.0831
Christian Brothers University	-0.8004
Crichton College	.	.	.	-0.1323	.	-0.0097
East Tennessee State University	-0.1780	-0.4047	.	0.2171	-0.1601	-0.1688
Lee College	0.0200	-0.0897	.	.	-0.2134	0.1012
Lincoln Memorial University	.	0.0494	.	.	-0.6662	0.2188
Middle Tennessee State University	0.1568	-0.2990	.	-0.2980	0.1438	-0.2668
Tennessee State University	-0.4723	-0.0890	.	.	-0.4988	0.0662
Tennessee Technological University	-0.0712	-0.0175	-0.7548	0.3996	-0.3072	0.1374
Trevecca Nazarene University	.	-0.1088	.	.	.	0.0323
Tusculum College	.	-0.0422	.	-0.2121	-0.3745	-0.1485
University of Memphis	0.0976	-0.0973	0.3703	-0.2474	0.1187	-0.1403
University of Tennessee, Chattanooga	.	-0.1287	.	.	0.1527	-0.0925
University of Tennessee, Knoxville	0.3281	0.0923	.	0.7107	0.2811	0.3712
University of Tennessee, Martin	-0.3917	.	.	.	-0.5027	.

Notes

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Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	-0.1839	-0.0685	-0.0471	-0.0572	-0.0810	-0.0553
Carson-Newman College	.	0.0597	.	.	0.2565	0.1629
Christian Brothers University	.	-0.1244	.	.	0.7720	-0.0434
Crichton College	.	-0.1107	.	.	.	-0.0460
David Lipscomb University	0.0949	.
East Tennessee State University	0.0249	0.1160	-0.0863	0.3033	-0.0237	0.2038
Freed-Hardeman College	-0.0510	.
Lee College	0.0181	0.0325	.	0.1944	-0.0774	0.1031
Lincoln Memorial University	.	0.0369	.	.	-0.0489	0.0842
Middle Tennessee State University	-0.1383	0.1297	0.0043	-0.0490	-0.0791	0.0513
Tennessee State University	0.1083	-0.0861	-0.1169	0.1278	0.0093	0.0087
Tennessee Technological University	-0.0062	-0.0553	-0.0596	0.1512	-0.0322	0.0411
Trevecca Nazarene University	-0.1077	-0.0658	.	.	-0.1304	0.0389
Tusculum College	.	.	.	-0.0065	-0.0658	0.0274
University of Memphis	0.0080	-0.0579	0.5218	0.2406	0.3092	0.0496
University of Tennessee, Chattanooga	-0.1529	.	.	.	-0.0599	-0.3234
University of Tennessee, Knoxville	-0.0979	0.2236	-0.0907	0.1671	-0.0839	0.2177
University of Tennessee, Martin	-0.2434	0.1266	.	0.3413	-0.1700	0.2203

Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Reading/Language
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Vanderbilt University	-0.3867

Notes

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Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Science
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	-0.2763	-0.2443	.	0.2088	-0.4686	-0.1682
Belmont University	1.1988	.
Crichton College	.	-0.4687	.	.	.	0.0532
East Tennessee State University	-0.1030	0.1022	-0.9433	.	-0.3404	0.5531
Freed-Hardeman College	0.1216	.
Lee College	.	-0.0014	.	.	-0.8756	0.4215
Lincoln Memorial University	.	-0.2248	.	.	.	0.1319
Middle Tennessee State University	-0.4935	-0.2446	0.9664	-0.7835	0.2561	-0.3836
Milligan College	-0.0940
Tennessee State University	1.0295	0.3258	.	.	0.9528	0.4707
Tennessee Technological University	-0.0704	-0.1109	-0.8038	0.8527	-0.3248	0.2204
Trevecca Nazarene University	.	0.1136	.	.	.	0.4990
Tusculum College	-0.1003	-0.0242	.	.	-0.5628	0.2718
University of Memphis	-0.1327	-0.2835	-0.1240	.	-0.0811	0.1199
University of Tennessee, Chattanooga	.	.	0.2798	.	0.9809	-0.3290
University of Tennessee, Knoxville	0.5247	-0.0842	0.1422	.	0.4259	0.3387
University of Tennessee, Martin	-0.5628	0.0717	.	.	-0.8380	0.4470

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Tennessee Higher Education Study
Difference between Institution and Reference Population
in 2008 Mean T-Value of Teacher Effect
for Upper and Lower Quintiles

Subject: Social Studies
New Teachers Defined as Having 1-3 Years of Experience

	Grades 4 & 5		Grades 6,7 & 8		All Grades	
Institution	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile	Upper Quintile	Lower Quintile
Austin Peay State University	-0.1390	0.0201	.	.	-0.0913	0.0560
Christian Brothers University	0.2087
Cumberland University	0.1481	.	.	.	-0.0938	.
David Lipscomb University	1.3657	.
East Tennessee State University	0.3217	-0.0372	-0.4919	0.1199	0.0193	0.0164
Freed-Hardeman College	-0.0756	.
Lee College	0.2613	0.1325	.	.	-0.1429	0.1641
Lincoln Memorial University	-0.4796	0.0677	.	.	-0.2793	-0.0771
Middle Tennessee State University	-0.2872	-0.0712	0.0076	-0.2821	-0.0183	-0.0854
Tennessee State University	.	-0.1120	.	.	0.3801	-0.0850
Tennessee Technological University	-0.3246	-0.0759	-0.4323	0.2316	-0.3876	0.0575
Trevecca Nazarene University	0.4058	-0.3470	.	.	0.0116	-0.0881
Tusculum College	0.2653	-0.3593	.	.	0.0234	-0.0960
University of Memphis	-0.2520	0.0018	0.0973	0.0018	-0.0062	0.0384
University of Tennessee, Chattanooga	.	-0.5100	0.9718	0.3611	0.9397	-0.1295
University of Tennessee, Knoxville	0.9029	-0.0234	.	.	0.3478	0.2002
University of Tennessee, Martin	-0.5866	-0.5097	.	.	-0.4048	-0.3165

Notes

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Overall Mean Teacher NCE Gains

Chart 1: Mean Teacher NCE Gains

TCAP Subjects	Grade Range					
	(4, 5)		(6, 7, 8)		All Grades	
	Quintiles		Quintiles		Quintiles	
	Low	High	Low	High	Low	High
Math	-4.187	5.123	-2.842	4.619	-3.775	4.883
Reading/Language	1.906	5.219	-0.083	3.709	0.754	4.279
Science	-2.123	7.075	-5.046	6.285	-3.446	6.468
Social Studies	-0.353	8.417	-4.978	3.779	-3.125	5.616

Chart 2: Mean Teacher NCE Gains for New Teachers with 1-5 Years Experience

TCAP Subjects	Grade Range					
	(4, 5)		(6, 7, 8)		All Grades	
	Quintiles		Quintiles		Quintiles	
	Low	High	Low	High	Low	High
Math	-4.184	5.356	-2.955	4.307	-3.858	4.821
Reading/Language	1.924	5.229	-0.114	3.732	0.697	4.240
Science	-2.409	6.813	-5.068	6.640	-3.668	6.476
Social Studies	-0.371	8.472	-4.740	3.951	-3.083	5.709

Chart 3: Mean Teacher NCE Gains for New Teachers with 1-3 Years Experience

TCAP Subjects	Grade Range					
	(4, 5)		(6, 7, 8)		All Grades	
	Quintiles		Quintiles		Quintiles	
	Low	High	Low	High	Low	High
Math	-4.075	5.539	-3.217	4.452	-3.947	4.931
Reading/Language	2.047	5.314	-0.186	3.591	0.733	4.236
Science	-2.305	6.698	-5.626	5.815	-3.828	6.096
Social Studies	-0.232	8.646	-5.042	3.831	-3.022	5.789

Teachers (1 to 3 Years of Experience)

T-Value Effects for
End of Course / Gateway Tests

Tennessee Higher Education Study
2008 Teacher T-Value of Effects for EOC/Gateway Tests

Subject: Algebra I
New Teachers Defined as Having 1-3 Years of Experience

	Position in State Distribution		
Institution	Percentage Below State Average	Percentage Above State Average	Number of Teachers in Institution
Austin Peay State University	57.14	42.86	7
Carson-Newman College	66.67	33.33	6
Lincoln Memorial University	40.00	60.00	5
Maryville College	62.50	37.50	8
Middle Tennessee State University	75.00	25.00	8
Milligan College	40.00	60.00	5
Tennessee Technological University	35.71	64.29	14
University of Memphis	70.00	30.00	10
University of Tennessee, Knoxville	62.50	37.50	16
Notes Institutions not included with fewer than 5 teachers.			

Tennessee Higher Education Study
2008 Teacher T-Value of Effects for EOC/Gateway Tests

Subject: Biology I
New Teachers Defined as Having 1-3 Years of Experience

	Position in State Distribution		
Institution	Percentage Below State Average	Percentage Above State Average	Number of Teachers in Institution
Lincoln Memorial University	60.00	40.00	5
Middle Tennessee State University	57.14	42.86	7
Tennessee Technological University	54.55	45.45	11
University of Memphis	80.00	20.00	5
University of Tennessee, Chattanooga	62.50	37.50	8
University of Tennessee, Knoxville	22.22	77.78	9
Notes Institutions not included with fewer than 5 teachers.			

Tennessee Higher Education Study
2008 Teacher T-Value of Effects for EOC/Gateway Tests

Subject: English I
New Teachers Defined as Having 1-3 Years of Experience

	Position in State Distribution		
Institution	Percentage Below State Average	Percentage Above State Average	Number of Teachers in Institution
Austin Peay State University	16.67	83.33	6
East Tennessee State University	57.14	42.86	7
Freed-Hardeman College	60.00	40.00	5
Lincoln Memorial University	44.44	55.56	9
Middle Tennessee State University	35.71	64.29	14
Tennessee Technological University	44.44	55.56	9
University of Tennessee, Chattanooga	71.43	28.57	7
University of Tennessee, Knoxville	35.71	64.29	14
Notes Institutions not included with fewer than 5 teachers.			

Tennessee Higher Education Study
2008 Teacher T-Value of Effects for EOC/Gateway Tests

Subject: English II
New Teachers Defined as Having 1-3 Years of Experience

	Position in State Distribution		
Institution	Percentage Below State Average	Percentage Above State Average	Number of Teachers in Institution
Austin Peay State University	75.00	25.00	8
Carson-Newman College	60.00	40.00	5
East Tennessee State University	44.44	55.56	9
Lincoln Memorial University	66.67	33.33	6
Middle Tennessee State University	66.67	33.33	15
Tennessee Technological University	75.00	25.00	8
University of Memphis	75.00	25.00	8
University of Tennessee, Knoxville	33.33	66.67	15
University of Tennessee, Martin	28.57	71.43	7
Notes Institutions not included with fewer than 5 teachers.			

Tennessee Higher Education Study
2008 Teacher T-Value of Effects for EOC/Gateway Tests

Subject: Physical Science
New Teachers Defined as Having 1-3 Years of Experience

	Position in State Distribution		
Institution	Percentage Below State Average	Percentage Above State Average	Number of Teachers in Institution
Middle Tennessee State University	66.67	33.33	6
Tennessee Technological University	45.45	54.55	11
University of Memphis	60.00	40.00	5
University of Tennessee, Knoxville	42.86	57.14	7
Notes Institutions not included with fewer than 5 teachers.			

Tennessee Higher Education Study
2008 Teacher T-Value of Effects for EOC/Gateway Tests

Subject: US History
New Teachers Defined as Having 1-3 Years of Experience

	Position in State Distribution		
Institution	Percentage Below State Average	Percentage Above State Average	Number of Teachers in Institution
East Tennessee State University	50.00	50.00	6
Lee College	57.14	42.86	7
Middle Tennessee State University	46.15	53.85	13
Tennessee State University	60.00	40.00	5
Tennessee Technological University	72.73	27.27	11
University of Memphis	40.00	60.00	5
University of Tennessee, Knoxville	0.00	100.0	12
University of Tennessee, Martin	75.00	25.00	8
Notes Institutions not included with fewer than 5 teachers.			

Placement & Retention

Placement and Retention

Introduction

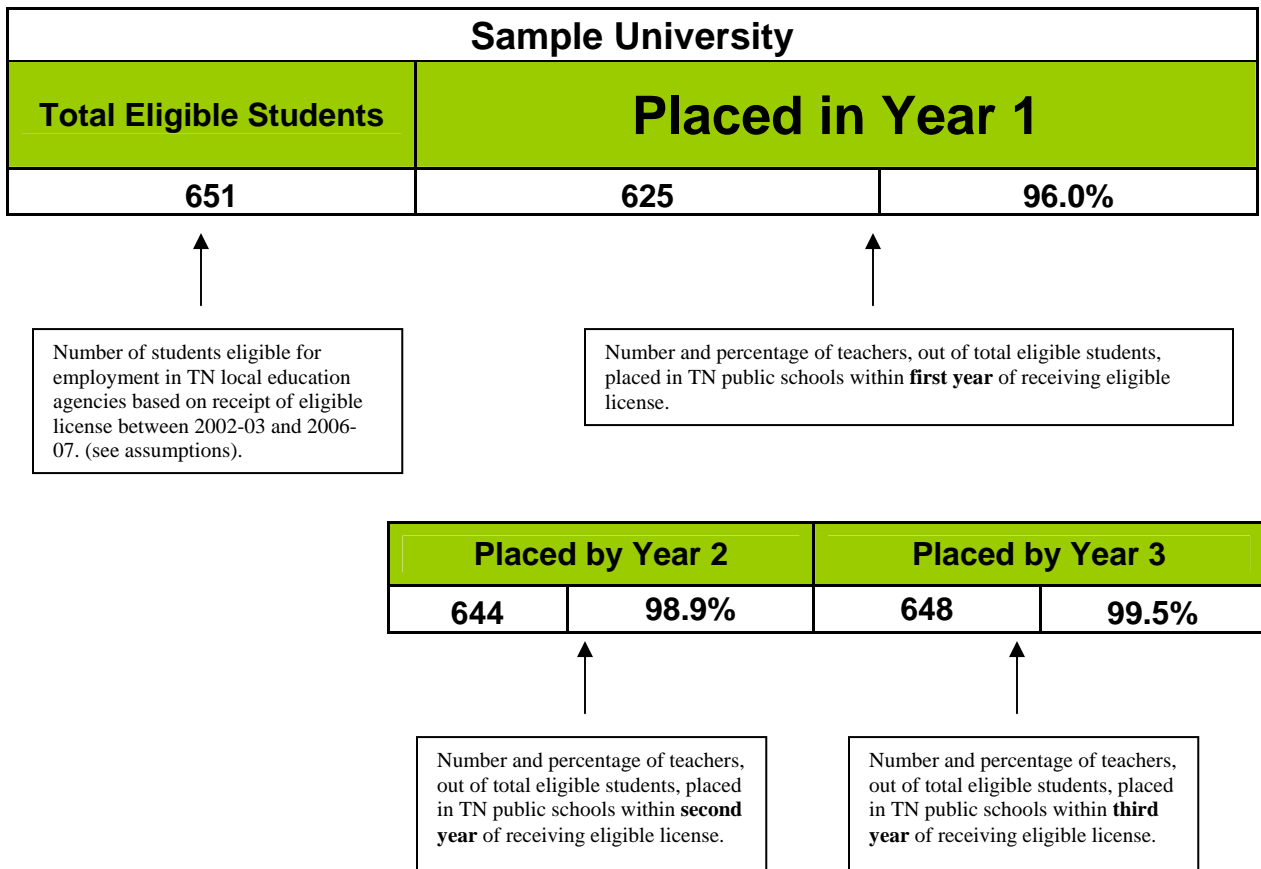
The placement and retention sample includes apprentice licensees from December 1, 2001 to November 30, 2006. This includes all new teachers eligible to begin teaching on the specific license no earlier than the 2002-2003 academic year and no later than the 2006-07 academic year.

This sample also includes teachers who went directly from interim or alternative licenses to professional licenses, as long as the professional license was not granted before December 1, 2004 (i.e. not teaching on the specified license before the 2005-2006 academic year).

Only individual granted licenses through an approved Tennessee teacher prep program are included in the sample. This sample does not include out of state licenses or teachers who received a professional license before December 1, 2004.

Placement and retention only captures individuals who were employed by local education agencies in TN. Therefore, any teachers who taught in private schools, out of state, etc. appear as non-placed or non-retained in the sample if they received a license from an approved program during the sample years.

Graph Key: Placement



The results for each individual institution can be found at the following link:

<http://www.tennessee.gov/sbe/TeacherReportCard/Placement%202008.pdf>

Institutions are listed in order based on the following college codes.

1	Austin Peay State University
2	East Tennessee State University
3	Memphis State University
4	Middle Tennessee State University
5	Tennessee State University
6	Tennessee Technological University
7	University Of Tennessee At Knoxville
8	University Of Tennessee At Martin
9	Belmont College
10	Bethel College
11	Carson-Newman College
12	University Of Tennessee At Chattanooga
13	David Lipscomb College
14	Fisk University
15	George Peabody College for Teachers (Combined with #31)
17	Lambuth College
18	Lane College
19	Lincoln Memorial University
20	Le Moyne-Owen College
22	Maryville College
23	Milligan College
27	Tennessee Wesleyan College
28	Trevecca Nazarene College
29	Tusculum College
30	Union University
31	Vanderbilt University
32	Bryan College
33	Freed-Hardeman College
35	Martin College
40	Christian Brothers College
41	Free Will Baptist Bible College
42	King College
43	Lee College
45	University Of The South
47	Aquinas Junior College
52	Cumberland College Of Tennessee
61	Johnson Bible College
70	State of Tennessee
80	Teach Tennessee
81	Teach for America
82	The New Teacher Project

Institutions	Total Eligible Students		Placed in Year 1			Placed by Year 3	
Austin Peay State University	651		625	96.0%		648	99.5%
East Tennessee State University	992		908	91.5%		985	99.3%
Memphis State University	1,849		1,765	95.5%		1,843	99.7%
Middle Tennessee State University	1,903		1,777	93.4%		1,892	99.4%
Tennessee State University	863		825	95.6%		858	99.4%
Tennessee Technological University	1,393		1,292	92.7%		1,383	99.3%
University Of Tennessee At Knoxville	1,665		1,582	95.0%		1,657	99.5%
University Of Tennessee At Martin	720		674	93.6%		718	99.7%
Belmont College	212		201	94.8%		212	100.0%
Bethel College	125		119	95.2%		124	99.2%
Carson-Newman College	441		407	92.3%		438	99.3%
University Of Tennessee At Chattanooga	805		756	93.9%		800	99.4%
David Lipscomb College	230		216	93.9%		227	98.7%
Fisk University	32		29	90.6%		32	100.0%
Lambuth College	133		125	94.0%		133	100.0%
Lane College	51		51	100.0%		51	100.0%
Lincoln Memorial University	423		412	97.4%		423	100.0%
Le Moyne-Owen College	154		149	96.8%		154	100.0%
Maryville College	159		150	94.3%		158	99.4%
Milligan College	195		185	94.9%		195	100.0%
Tennessee Wesleyan College	185		176	95.1%		182	98.4%
Trevecca Nazarene College	374		358	95.7%		371	99.2%
Tusculum College	314		293	93.3%		314	100.0%
Union University	485		467	96.3%		484	99.8%
Vanderbilt University	246		219	89.0%		245	99.6%
Bryan College	49		46	93.9%		48	98.0%
Freed-Hardeman College	437		418	95.7%		433	99.1%
Martin College	80		72	90.0%		79	98.8%
Christian Brothers College	314		302	96.2%		313	99.7%
Free Will Baptist Bible College	34		31	91.2%		34	100.0%
King College	40		36	90.0%		40	100.0%
Lee College	416		386	92.8%		411	98.8%
University Of The South	23		21	91.3%		23	100.0%
Aquinas Junior College	10		8	80.0%		9	90.0%
Cumberland College Of Tennessee	345		329	95.4%		341	98.8%
Johnson Bible College	38		37	97.4%		38	100.0%
Teach Tennessee	113		93	82.3%		97	85.8%
Teach for America	43		43	100.0%		N/A	N/A
The New Teacher Project ⁷	N/A		N/A	N/A		N/A	N/A
State of Tennessee	16,386		15,447	94.3%		16,296	99.5%

⁷ Matriculation date for teaching candidates begins in June 2007 and falls outside of the data set analyzed.

Graph Key: Retention

Sample University				
Total Eligible Students (minimum 3 yrs teaching)	In TN teaching profession 3 consecutive years (public schools)		Left teaching after 2 years in the profession	
352	287	81.53%	19	5.40%



Number of students eligible for employment in TN local education agencies based on receipt of eligible license between 2002-03 and 2004-05. (see assumptions).



Number and percentage of teachers employed by TN public schools for 3 consecutive years, based on total eligible students.



Number and percentage of teachers leaving and not returning to the profession of teaching in TN public schools, based on eligible students.

Total Eligible Students	In TN teaching profession 5 consecutive years (public schools)	
111	85	76.58%



Number of students eligible for employment in TN local education agencies based on receipt of eligible license in 2002-03 (see assumptions).



Number and percentage of teachers employed by TN public schools for 5 consecutive years, based on total eligible students.

The results for each individual institution can be found at the following link:

<http://www.tennessee.gov/sbe/TeacherReportCard/Retention%202008.pdf>

Institutions are listed in order based on the following college codes.

1	Austin Peay State University
2	East Tennessee State University
3	Memphis State University
4	Middle Tennessee State University
5	Tennessee State University
6	Tennessee Technological University
7	University Of Tennessee At Knoxville
8	University Of Tennessee At Martin
9	Belmont College
10	Bethel College
11	Carson-Newman College
12	University Of Tennessee At Chattanooga
13	David Lipscomb College
14	Fisk University
15	George Peabody College for Teachers (Combined with #31)
17	Lambuth College
18	Lane College
19	Lincoln Memorial University
20	Le Moyne-Owen College
22	Maryville College
23	Milligan College
27	Tennessee Wesleyan College
28	Trevecca Nazarene College
29	Tusculum College
30	Union University
31	Vanderbilt University
32	Bryan College
33	Freed-Hardeman College
35	Martin College
40	Christian Brothers College
41	Free Will Baptist Bible College
42	King College
43	Lee College
45	University Of The South
47	Aquinas Junior College
52	Cumberland College Of Tennessee
61	Johnson Bible College
70	State of Tennessee
80	Teach Tennessee
81	Teach for America ⁸
82	The New Teacher Project ⁹

⁸ Teaching candidates matriculated beginning April 2006 and fall outside data set analyzed.

⁹ Teaching candidates matriculated beginning August 2007 and fall outside data set analyzed.

	Minimum of 3 Years in the Teaching Profession		
Institution	Total Eligible Students	In Teaching Profession 3 Consecutive Years	In Teaching Profession 3 Consecutive Years
Austin Peay State University	352	287	81.5%
East Tennessee State University	548	418	76.3%
Memphis State University	1,128	925	82.0%
Middle Tennessee State University	1,058	863	81.6%
Tennessee State University	529	450	85.1%
Tennessee Technological University	815	650	79.8%
University Of Tennessee At Knoxville	1,097	784	71.5%
University Of Tennessee At Martin	410	352	85.9%
Belmont College	112	79	70.5%
Bethel College	64	56	87.5%
Carson-Newman College	271	224	82.7%
University Of Tennessee At Chattanooga	473	359	75.9%
David Lipscomb College	134	93	69.4%
Fisk University	17	15	88.2%
Lambuth College	81	61	75.3%
Lane College	26	23	88.5%
Lincoln Memorial University	259	228	88.0%
Le Moyne-Owen College	105	94	89.5%
Maryville College	90	71	78.9%
Milligan College	106	77	72.6%
Tennessee Wesleyan College	101	84	83.2%
Trevecca Nazarene College	184	168	91.3%
Tusculum College	159	136	85.5%
Union University	315	277	87.9%
Vanderbilt University	159	82	51.6%
Bryan College	27	17	63.0%
Freed-Hardeman College	289	224	77.5%
Martin College	39	29	74.4%
Christian Brothers College	212	180	84.9%
Free Will Baptist Bible College	22	15	68.2%
King College	28	22	78.6%
Lee College	239	171	71.5%
University Of The South	16	8	50.0%
Aquinas Junior College	6	4	66.7%
Cumberland College Of Tennessee	254	230	90.6%
Johnson Bible College	25	13	52.0%
Teach Tennessee	34	20	58.8%
Teach for America	N/A	N/A	N/A
The New Teacher Project	N/A	N/A	N/A
State of Tennessee	9,750	7769	79.7%

	Minimum of 3 Years in the Teaching Profession		
Institution	Total Eligible Students	Left Teaching After 2 Years in the Profession	Left Teaching After 2 Years in the Profession
Austin Peay State University	352	19	5.4%
East Tennessee State University	548	20	3.6%
Memphis State University	1,128	61	5.4%
Middle Tennessee State University	1,058	52	4.9%
Tennessee State University	529	23	4.3%
Tennessee Technological University	815	42	5.2%
University Of Tennessee At Knoxville	1,097	75	6.8%
University Of Tennessee At Martin	410	15	3.7%
Belmont College	112	12	10.7%
Bethel College	64	1	1.6%
Carson-Newman College	271	5	1.8%
University Of Tennessee At Chattanooga	473	27	5.7%
David Lipscomb College	134	9	6.7%
Fisk University	17	0	0.0%
Lambuth College	81	6	7.4%
Lane College	26	1	3.8%
Lincoln Memorial University	259	5	1.9%
Le Moyne-Owen College	105	3	2.9%
Maryville College	90	6	6.7%
Milligan College	106	5	4.7%
Tennessee Wesleyan College	101	3	3.0%
Trevecca Nazarene College	184	1	0.5%
Tusculum College	159	6	3.8%
Union University	315	11	3.5%
Vanderbilt University	159	22	13.8%
Bryan College	27	1	3.7%
Freed-Hardeman College	289	19	6.6%
Martin College	39	3	7.7%
Christian Brothers College	212	12	5.7%
Free Will Baptist Bible College	22	1	4.5%
King College	28	1	3.6%
Lee College	239	15	6.3%
University Of The South	16	2	12.5%
Aquinas Junior College	6	1	16.7%
Cumberland College Of Tennessee	254	6	2.4%
Johnson Bible College	25	0	0.0%
Teach Tennessee	34	0	0.0%
Teach for America	N/A	N/A	N/A
The New Teacher Project	N/A	N/A	N/A
Tennessee	9,750	491	5.0%

Institution	Minimum 5 Years in the Teaching Profession		
	Total Eligible Students	In Teaching Profession 5 Consecutive Years	In Teaching Profession 5 Consecutive Years
Austin Peay State University	111	85	76.6%
East Tennessee State University	195	124	63.6%
Memphis State University	408	310	76.0%
Middle Tennessee State University	342	230	67.3%
Tennessee State University	175	138	78.9%
Tennessee Technological University	263	185	70.3%
University Of Tennessee At Knoxville	297	204	68.7%
University Of Tennessee At Martin	113	85	75.2%
Belmont College	26	17	65.4%
Bethel College	23	18	78.3%
Carson-Newman College	70	48	68.6%
University Of Tennessee At Chattanooga	152	108	71.1%
David Lipscomb College	44	23	52.3%
Fisk University	2	1	50.0%
Lambuth College	28	20	71.4%
Lane College	9	8	88.9%
Lincoln Memorial University	73	57	78.1%
Le Moyne-Owen College	33	25	75.8%
Maryville College	21	15	71.4%
Milligan College	36	27	75.0%
Tennessee Wesleyan College	32	22	68.8%
Trevecca Nazarene College	64	55	85.9%
Tusculum College	36	26	72.2%
Union University	124	100	80.6%
Vanderbilt University	47	15	31.9%
Bryan College	8	3	37.5%
Freed-Hardeman College	89	68	76.4%
Martin College	12	8	66.7%
Christian Brothers College	61	54	88.5%
Free Will Baptist Bible College	0	0	-
King College	6	5	83.3%
Lee College	61	39	63.9%
University Of The South	4	3	75.0%
Aquinas Junior College	1	1	100.0%
Cumberland College Of Tennessee	102	87	85.3%
Johnson Bible College	3	2	66.7%
Teach Tennessee	N/A	N/A	N/A
Teach for America	N/A	N/A	N/A
The New Teacher Project	N/A	N/A	N/A
Tennessee	3071	2,216	72.2%

Praxis Scores

Praxis Scores

Introduction

In this first year of the report, Praxis Scores are comprised of the exact data reported to the U. S. Department of Education as required by Section 207 of the Title II Higher Education Act. Future iterations of the report may incorporate a different methodology.

See the following weblink: <http://www.tennessee.gov/sbe/teacherreportcard.htm>

Data reporting requirements for the Higher Education Act focus on “program completers”, as defined by the reporting institution. This requirement does not facilitate the reporting of data for teacher candidates who have finished all graduation requirements and all licensure requirements yet have still failed the Praxis II, the Principle of Learning and Teaching Test, or other subject area test. Additionally, the reporting requirement does not include a record of teachers who failed the Praxis exam on their first attempt, subsequently passing the exam in a later test administration.

It is the goal for next year’s report to address this issue by attaining and reconciling supplemental Praxis data directly from Tennessee’s teacher training programs.

The Praxis data contained herein extends from the 2001-2002 academic year to the 2005-2006 academic year. The following categories are reported, based on a minimum number of 10 test takers for inclusion in the federal report.

Click each of the following weblinks:

- [Summary Pass Rates](#),
- [Professional Knowledge](#),
- [Academic Content Areas](#) (aggregate),
- [Early Childhood Education](#)
- [Elementary Education](#)
- [Middle School](#)
- [Principles of Learning and Teaching](#), and
- [Statewide Totals for Biology, Chemistry, Physics, and Mathematics](#)

Table cells with asterisks indicate less than 10 test takers for the specified institution. The report also includes quartile ranges, as identified below:

Quartile I -- Range, Mean	100 - 100, 100.0
Quartile II -- Range, Mean	95 - 99, 97.8
Quartile III -- Range, Mean	91 - 93, 91.9
Quartile IV -- Range, Mean	75 - 90, 83.1

* An asterisk indicates less than 10 test takers or program completers.

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** Two asterisks indicate less than 10 test takers or no test takers.

Due to the low number of program completers per institution in the areas of Biology, Chemistry, Physics and Mathematics, statewide totals are reported. Institutions with 10 or more test takers in these specified areas are included.

A copy of this report can be found at

<http://www.tennessee.gov/sbe/teacherreportcard.htm>

State Board of Education
9th Floor Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
615-741-2966
www.state.tn.us/sbe